

Idaho School for the Deaf and the Blind

Policies and Procedures

Section: 1200

Subsection: Curriculum Placement for Students

Revised June 05

Reference: IDEA
PL 94-142

Purpose: To provide opportunity for ISDB students to attend mainstream classes at Gooding Joint School District.

Policy:

Idaho School for the Deaf and the Blind's (ISDB's) objective is to support and provide for the individual educational needs of children who have visual or hearing impairments. While some students benefit from full day class placement on the ISDB campus, others benefit from participating in certain classes, programs or extra-curricular activities in the mainstreamed setting in a public school. In order to meet the varied educational, social, and communicative needs of individual students, ISDB establishes and maintains a cooperative relationship with the Gooding Joint School District. As appropriate, ISDB identifies and places students in selected classes in the Gooding School system in order to meet the individual needs, to provide broader curriculum access, and to help prepare students for a future life with as much independence as possible. ISDB works through the IEP or 504 team to gather data concerning a student in order to identify what, if any, mainstream courses, programs or activities in the Gooding School District would effectively contribute to the educational growth of the student. The purpose of such placements is to provide academic, vocational, and social enrichment to hearing and visually impaired students who can benefit from placement in instructional and/or extra-curricular settings with non-handicapped peers.

Procedure:

For an ISDB campus student mainstreamed to classes, programs or extra-curricular activities in the Gooding Joint School District, ISDB will:

- 1) Provide appropriate orientation and training for student in essential skills needed for success,
- 2) Provide and arrange for transportation, interpreters, and other support services,
- 3) Provide support for mainstream teachers in appropriate classroom accommodations.

Revised/Approved – June 2005
Harvey W. Lyter III, Interim Superintendent